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ABSTRACT

The activities suggested in this workbook for participants in a continuing education program for inservice school media specialists are designed to develop the trainee's skills in identifying instances of sexism and sex stereotyping in education, and in promoting sex fairness in the library. Exercises and tests on the first module are concerned with assumptions about the sexes and are intended to test the participant's awareness of sex bias in contemporary American society. Focusing on sexism and sex-role stereotyping in school materials, the second module provides material the student may analyze for gender marking and covert sexist messages. Ability to recognize sex-fair materials is tested in the third, while the fourth stresses the recognition of sex-fair resources for school libraries, especially those sources which may be used to counterbalance the reference collection. In the final module, trainees are asked to plan an inservice workshop for teachers, evaluate equity planning suggestions, and evaluate this training program. (FM)

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Promoting Educational Equity Through School Libraries

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EQUITY ACTIVITY BOOK

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Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
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To Participants

This book includes a variety of "Equity Activities" designed to assist you in mastering the crucial skills of the EQUITY program.

Your instructor will assign these activities to you. Follow the instructor's directions for completing each activity.

ACTIVITY 1-1

What's Your W.Q.?*

DIRECTIONS: Virginia Woolf once wrote: "Anonymous was a woman." Perhaps she was thinking about how little most of us know about the accomplishments, achievements, and problems of women. The following quiz tests your knowledge of women and their role in society. Circle the answer you bel eve to be correct for each item.

* * * * *

1. The percentage of American women (aged 18 to 64) employed outside the home is about:

   a. 25%
   b. 45%
   c. 55%
   d. 65%

2. Of the women who work outside the home, the percentage who are married, living with their husbands, and helping to support their families is:

   a. 20%
   b. 40%
   c. 60%
   d. 80%

3. Women represent:

   a. 20% of the total American labor force
   b. 30% of the total American labor force
   c. 40% of the total American labor force
   d. 50% of the total American labor force

4. The median income of a fully employed woman with a college degree is:

   a. about the same as a man with an eighth grade education
   b. about the same as a man with a high school education
   c. about the same as a man with two years of college
   d. about the same as a man with similar education

5. Nationally, women earn about:

   a. one-third of what men earn.
   b. one-half of what men earn.
   c. two-thirds of what men earn.
   d. the same salaries as men.

*Women's Quotient!

6. Among families defined as "poor" by the United States Department of Labor, the percentage headed by women is:

   a. 25%
   b. 40%
   c. 65%
   d. 75

7. Among black families defined as "poor" by the United States Department of Labor, the percentage headed by women is:

   a. 25%
   b. 40%
   c. 65%
   d. 75%

8. During the past fifty years, the longevity of men has increased nearly fourteen years. The longevity rate of women has increased:

   a. about seven years
   b. about fourteen years
   c. about seventeen years
   d. about twenty-one years

9. Compared to men, women are admitted to mental institutions:

   a. about half as often
   b. about as often
   c. about twice as often
   d. about three times as often

10. Compared to men, women suffer ulcers:

    a. about half as often
    b. about as often
    c. about twice as often
    d. about three times as often

11. Since 1962, the divorce rate has risen:

    a. about 25%
    b. about 50%
    c. about 75%
    d. about 100%

12. The proportion of elementary school teachers who are women is:

    a. 50%
    b. 75%
    c. 85%
    d. 95%

13. The proportion of elementary school principals who are women is:

a. 10%
b. 20%
c. 30%
d. 40%

14. The proportion of secondary school teachers who are women is:

a. 50%
b. 75%
c. 85%
d. 95%

15. The proportion of secondary school principals who are women is:

a. 1%
b. 3%
c. 5%
d. 10%

16. The proportion of school superintendents who are women is:

a. 1%
b. 3%
c. 5%
d. 10%

17. The proportion of women on school boards is about:

a. 5%
b. 15%
c. 25%
d. 50%

18. The proportion of librarians who are women is:

a. 50%
b. 60%
c. 70%
d. 80%

19. Of the nearly one-quarter million science and engineering Ph.D.'s in the United States, women represent:

a. 5%
b. 8%
c. 10%
d. 15%

20. The expenditures on men's sports compared to women's sports at major state universities is:

a. 10 times as much
b. 100 times as much
c. 500 times as much
d. over 1000 times as much

ACTIVITY 1-2

Is There Really Anything Wrong With School Materials?

DIRECTIONS: As a school librarian, you should know more than any other person in your school about the qualities which make instructional materials acceptable and the problems which make them unacceptable or inadequate.

Each of the following twenty items have been identified by educators as problems in instructional materials. Mark each item by circling one of the numbers as follows:

1. Strongly agree that this is a problem.
2. Agree that this is a problem.
3. Neither agree nor disagree that this is a problem.
4. Disagree that this is a problem.
5. Strongly disagree that this is a problem.

• • • • •

1.	Most picture books for children portray men and women in a limited number of roles.	1 2 3 4 5
2.	Adult women are illustrated in very few career roles as compared to adult men.	1 2 3 4 5
3.	The number of females illustrated in Caldecott award winning books has declined steadily since 1950.	1 2 3 4 5
4.	Boys are shown in illustrations with a much narrower range of emotions than girls.	1 2 3 4 5
5.	Children's encyclopedias give incomplete coverage to issues which involve women and to the achievements of individual women.	1 2 3 4 5
6.	Career guidance materials encourage girls into careers "appropriate" for women, and boys into careers "appropriate" for men.	1 2 3 4 5
7.	Problems in many mathematics textbooks convey the idea that girls are less important or less capable than boys.	1 2 3 4 5
8.	In science texts, girls are shown much less often than boys actively engaged in scientific experimentation.	1 2 3 4 5
9.	History and social studies textbooks omit the names and achievements of women and give little emphasis to women's issues.	1 2 3 4 5

10.	Literature textbooks include the writings of only a few women.	1 2 3 4 5
11.	Word usage is illustrated in many dictionaries by sentences which promote unfair or untrue ideas about males and females.	1 2 3 4 5
12.	Even new biographical reference tools (e.g., McGraw Hill Encyclopedia of World Biography) include few women and emphasize factors about them such as family and health which are incidental in articles about men.	1 2 3 4 5
13.	Most instructional materials use the masculine pronoun generically (that is, he refers to persons of unspecified sex or of both males and females in a mixed group) and masculine terminology such as caveman, fireman, founding fathers.	1 2 3 4 5
14.	Books about sports tend to be written "for boys" and to include few or no illustrations of girls involved in team play.	1 2 3 4 5
15.	Many books in the arts and crafts areas seem to be written "for girls" and use illustrations of girls and women more often than boys and men.	1 2 3 4 5
16.	Standard art history books for young people (e.g., Blubok and Jansen) do not include women artists.	1 2 3 4 5
17.	Much of the biographical writing about women is found in collective biographies rather than individual biographies.	1 2 3 4 5
18.	Stories for children frequently encourage antagonisms between boys and girls.	1 2 3 4 5
19.	Boys are usually shown in exciting active roles while girls sit passively watching.	1 2 3 4 5
20.	Because of the generic pronoun, personified animals are nearly always shown as male.	1 2 3 4 5

Activity 2-1

How well do I understand gender marking?

Directions: To test your understanding of gender marking, identify the words listed below by one of the following:

A (no overt gender marking)

B (overt feminine gender marking)

C (overt masculine gender marking)

_____	1. coach	_____	14. driver
_____	2. farmer	_____	15. majorette
_____	3. freshman	_____	16. chairman
_____	4. president	_____	17. prostitute
_____	5. caveman	_____	18. baby-sitter
_____	6. poet	_____	19. cheerleader
_____	7. mother-in-law	_____	20. captain
_____	8. femme fatale	_____	21. homeroom mother
_____	9. bellboy	_____	22. senator
_____	10. bishop	_____	23. callgirl
_____	11. football player	_____	24. seamstress
_____	12. housewife	_____	25. maid-of-honor
_____	13. postmaster	_____	26. hostess

Activity 2-2

What is the content of animal fantasy stories written for young children?

Directions: Answer the following about the book you have been given.

Book _____

Author _____

Illustrator _____

1. Central character

   Sex:

   Role and activities:

   Sex-role stereotypes:

2. Supporting characters

   Sex: Role:

   Sex: Role:

   Sex: Role:

   Sex: Role:

Activity 2-3

Bear Story

Directions: Written below are the first sentences of a story about a bear. Ask someone (a young person if possible) to complete the story. Then bring the completed story to class.

* * * * *

"He was rested and gaunt after his winter's hibernation. He looked almost like a sleepwalker as he lifted first his right front paw and then his left over the log . . . .

Activity 2-3

Bear Story

Directions: Written below are the first sentences of a story about a bear. Ask someone (a young person if possible) to complete the story. Then bring the completed story to class.

* * * * *

"She was ragged and gaunt after her winter's hibernation. She looked almost like a sleepwalker as she lifted first her right front paw and then her left over the log . . . .

Activity 2-3

Bear Story

Directions: Written below are the first sentences of a story about a bear. Ask someone (a young person if possible) to complete the story. Then bring the completed story to class.

* * * * *

"It was ragged and gaunt after its winter's hibernation. It looked almost like a sleepwalker as it lifted first its right front paw and then its left over the log . . . .

ANALYSIS OF BEAR STORY

	FORM A HE	FORM B SHE	FORM C IT
	Total Number of Times Mentioned	Total Number of Times Mentioned	Total Number of Times Mentioned
Bear's Personal Appearance			
Bear's Size			
Family Relationship			
Nurturance or Support			
Dominance or Aggression			
Danger			
Success			
Failure			
GRAMMATICAL STRUCTURE	Total Number of Changes	Total Number of Changes	Total Number of Changes
To masculine pronoun	- - - - -		
To feminine pronoun		- - - - -	
To neuter pronoun			- - - - -

5

Activity 2-4

What are the covert sexist messages in instructional materials?

Directions: As you recall, both overt and covert information is communicated by the language of instructional materials. In Mesa Verde, for instance, the overt message had to do with the pre-nuptial duties of bride and groom. The covert message was that the woman is subservient. Read each of the three examples which follow. Then, write down the overt messages and the covert messages communicated by each.

* * * * *

Case 1: A young boy is imagining what he might see on Main Street. Just as his imagination begins to roll, he says to himself:

"Hmmmmm...A reindeer and sleigh...
Say--anyone could think of that,
Jack or Fred or Joe or Nat--
Say, even Jane could think of that."

(from AND TO THINK THAT I SAW IT ON MULBERRY STREET by Dr. Seuss, Vanguard Press, 1937)

Overt messages:

Covert messages:

Case 2: Page 1 of a new book How to Succeed in Tennis Without Really Trying starts out with the heading "Him or Her" and begins with the author's explanation that it would be ridiculous to go through the book writing such statements as "When he or she hits the ball to him or her...," etc. Then he explains, "However, in all cases except those that obviously refer to males consider that I've said "he or she" or "him or her." He then praises the uni-sex aspect of tennis and pays tribute to Billie Jean King who has said that women can do anything on a tennis court that men can do, and have every bit as much skill. "True," the author adds, "everything except take their shirts off."

In the next paragraph, he states "I probably play more with women than with men because, as a writer, I'm one of the few males in our society who's allowed outdoors weekdays. Tennis skill being equal, I'll take a good-looking woman any day, as either opponent or partner."

In the following paragraph he talks about chivalry and how it has no place on the tennis court, "nor do any of my hard-hitting girls want it, or get it. Nor do they show me the slightest mercy when they get the upper hand, which is often."

Overt messages:

Covert messages:

Case 3: In Indira Gandhi by Carol Bauer Church (Greenhaven Press, 1976), the author writes about the return of young Jawahar Nehru from law school in England. When he arrives his father sets out to arrange a marriage. "Nothing was too good for his son." The text goes on, "The parents of many girls wanted him to marry their daughters. The most beautiful girl, Kamala Kaul, was chosen as his bride-to-be. She was tiny, shy, and very religious."

Overt messages:

Covert messages:

Activity 2-5

How are sexist messages communicated in A TREE IS NICE?

Directions: You will view or be given an opportunity to study A Tree is Nice. As you view or read, answer the following.

1. How many males? _____

   How many females? _____

2. What kinds of activities do the boys do?

3. What kinds of activities do the girls do?

4. What sex is the central character, the "you" of the narration?

Activity 2-6

What's Sexist about "Happy Birthday, America"?

Directions: Listed below are the captions from a hypothetical set of study prints being made available to school librarians and social studies teachers by a large commercial firm.* Assume that you have these prints available for preview.

Each print includes an illustration of the head and shoulders of the person being described. The caption is located in the lower right hand corner of the print. For the purpose of this worksheet, parenthetical remarks have been added to clarify what is shown in the illustration.

You are to analyze this collection of study prints, as described, for evidence of sexism and sex-role stereotyping in content, language, and, insofar as you can, illustrations.

Describe each piece of evidence you find and explain why each is evidence of sexism and/or sex-role stereotyping.

Example: a. women telephone operator - sex-role stereotype. Although "telephone operator" has no gender marking, using a woman to illustrate the term makes it feminine.

* * * * *

Happy Birthday, America (Study print captions)

1. Benjamin Franklin (1706-1790). Printer, writer, philosopher, scientist, inventor, diplomat.

2. Statue of Liberty (Dedicated October 28, 1886). A gift from France commemorating 100 years of American freedom.

3. Astronaut (circa 1969). Today's pioneers. On July 20, 1969, Neil A. Armstrong and Edwin E. Aldrin, Jr., became the first men to walk on the moon. (male)

4. Telephone Operator. From the days of "Hello, central" to the days of Direct Distance Dialing, the telephone operators of America have bound the nation together in speech. (female)

5. Thomas Jefferson (1743-1826). Sportsman, scholar, musician, architect, scientist, inventor, author of the Declaration of Independence, champion of universal education, founder of the University of Virginia, diplomat, third President of the U.S.

6. American Indian (circa 1890). The native American, whose dignity and traditions are a legacy to all those who came later. Depicted here as once commemorated on the nickel. (male)

7. Abraham Lincoln (1809-1865). Prairie lawyer, soldier, rail-splitter, storyteller, sixteenth President of the U.S., the Great Emancipator, martyr.

*This is a hypothetical problem that has been adapted from the cover used on 1976 Bell Telephone directories. Used without permission.

8. Shirley Temple (1928-). Bleak thoughts of the great Depression were left at the box office as America watched her sing and dance in movies such as Bright Eyes ('34), Curly Top ('35) and Dimples ('36). (shown as a child)

9. John Davison Rockefeller (1839-1937). Industrialist, founder of one of the first great American fortunes, philanthropist who gave away nearly $600 million.

10. Eskimo. Resident of the largest state, Alaska. Called "Eskimo" by the Cree Indians, their own name for themselves is "inuit," which simply means "people." (male)

11. Will Rogers (1879-1935). Homespun humorist, cowboy philosopher, motion picture actor, writer. He never met a man he didn't like.

12. Frederick Douglass (1817-1895). Born a slave; became an abolitionist, writer, publisher, orator, public servant, diplomat.

13. Norman Rockwell (1894-). In many ways, the most American of artists and illustrators.

14. Paul Revere (1735-1818). Silversmith, industrialist, leader of the Boston Tea Party, best known for his horseback ride of April 18, 1775, warning of the approach of British troops.

15. Young Rebel. Willing today to fight for his beliefs as he did 200 years ago.

16. Robert E. Lee (1807-1870). Brilliant military commander, whose conscience dictated that he serve the Confederacy, but whose genius, character, and grace in defeat make him revered throughout the nation.

17. The Señorita. From the days of Columbus onward, the Spanish people and their culture have helped shape America.

18. G.I. Joe (circa 1945). We'll never know if Kilroy was really there, but G.I. Joe was--from Normandy to Iwo Jima--and the world knew it.

19. Whistler's Mother (circa 1872). The real name of the well-known painting by American artist James A. McNeill Whistler is Arrangement in Black and Gray--The Artist's Mother. It hangs in the Louvre, Paris.

20. Man's Best Friend. The dog is faithful protector, gentle playmate, comforting companion, a member of the family.

21. Alexander Graham Bell (1847-1922). Teacher of the deaf, scientist, inventor, humanitarian. He changed the way the world communicated, when his words, "Mr. Watson come here, I want to see you!" were the first speech sounds intelligibly transmitted over the telephone--a liquid transmitter with a tuned reed receiver--in Boston, March 10, 1876.

22. Jackie Robinson (1919-1972). Became the first black to play major league baseball when he signed with the Brooklyn Dodgers in 1947.

23. Betsy Ross (1752-1836). Philadelphia upholsterer popularly believed to have created the first American flag from rough sketches drawn by George Washington and two other men.

24. Mark Twain (1835-1910). Pseudonym of Samuel Langhorne Clemens, writer, lecturer, creator of Tom Sawyer and Huckleberry Finn.

25. The Birthday Party. Happy Birthday to Uncle Sam! Happy Birthday to Mr. Bell's Gadget! (Three children)

26. Uncle Sam (1776-). The Spirit of America personified. America got its nickname during the War of 1812. A government contractor, Samuel Wilson of Troy, New York, inspected and stamped barrels of meat for the army with the initials "U.S." (for United States). The soldiers took this to mean "Uncle Sam."

27. American Teenager. The teenager and the telephone--inseparable. (female in curlers)

28. Dad. Strong and agile enough to wrestle a steel girder into place atop a 100-story building, but amazingly nervous and awkward when he picks up his 7 1/2 pound baby for the first time. (Male in hardhat)

29. The Cub Scout. Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean and Reverent.

30. Marian Anderson (1902-). Concert contralto who appeared throughout Europe before making her American debut in New York in 1935. In 1955, she became the first black artist in history of the Metropolitan Opera.

31. George Washington (1732-1799). Surveyor, soldier, gentleman farmer, statesman, first President of the U.S. "First in war, first in peace and first in the hearts of his countrymen."

32. Baby, whose biography is not written.

Activity 3-1

What language usages will help to correct the unfair ideas communicated by instructional materials?

DIRECTIONS: The following examples of language usage in instructional materials have been adapted from "Guidelines for Improving the Images of Women in Textbooks" (Scott, Foresman, and Company); "Guidelines for Nonsexist Use of Language in NCTE Publications" (National Council of Teachers of English); and "Guidelines for Equal Treatment of the Sexes" (McGraw-Hill Book Company).

Some examples are sexist or potentially sexist; the others are sex-fair. Place a plus (+) by each sex-fair example and a minus (-) by each sexist example. Also, underline the problem usage in the sexist examples.

* * * * *

Example: _____ Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette. (McGraw-Hill)

1. _____ In New England, the typical farm was so small that the family members could take care of it by themselves. (Scott, Foresman)

2. _____ A slave could not claim his wife or children as his own because the laws did not recognize slave marriages. (Scott, Foresman)

3. _____ Everyone should clean their desk after class. (NCTE)

4. _____ Let each student participate. Has she had a chance to talk? Could he feel left out? (NCTE)

5. _____ Writers become so involved in their work that they neglect their wives and children. (NCTE)

6. _____ Consumers are feeling the pinch of higher prices. (McGraw-Hill)

7. _____ Arthur Ashe is one of the best tennis players in America today, and Billie Jean King is one of the best women players. (Scott, Foresman)

8. _____ Through the discovery of new cave paintings in southern France, the author reconstructs the life of prehistoric men and women and shows them as people remarkably similar in feelings and emotions to people today. (NCTE)

9. _____ The candidates were Bryan K. Wilson, president of American Electronics, Inc. and Florence Greenwood, a pert, blonde grandmother of five. (Scott, Foresman)

Activity 3-1

10. _____ Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls. (Scott-Foresman)

11. _____ Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials. (Scott, Foresman)

12. _____ Have your mother send cookies for the field trip. (NCTE)

Activity 3-2

What characteristics of school materials make them likely to be sex-fair?

DIRECTIONS: Compare the instructional materials (state-adopted textbooks, information books, filmstrips, etc.) which you have been given. Answer the following questions about each of the materials. Then, write a summary which explains why one of the materials is the preferred, sex-fair choice.

NOTE: For the purpose of this assignment, assume that subject matter experts have stated that the materials are about equal in quality. You are being asked to evaluate the materials only from the perspective of sex-fairness.

NAME OF MATERIAL: _____

Parts analyzed (give pages, frames, units, etc.): _____

_____

		Illustrated	Named or referred to (problems, examples, text)
1. a.	Number of males	_____	_____
b.	Number of females	_____	_____
2. a.	Roles/Occupations for girls and women (list)		
b.	Roles/occupations for boys and men (list)		
3. a.	Emotional/Behavioral traits of girls/women (list)		
b.	Emotional/Behavioral traits of boys/men (list)		

Activity 3-2

		Illustrated	Named or referred to (problems, examples, text)
4.	a. Number of women named because they made important contributions to society.	_____	_____
	b. Number of men named because they made important contributions to society.	_____	_____

		Always	Sometimes	Almost Never
5.	Language (check one)			
	a. Masculine pronouns refer to males only.	_____	_____	_____
	b. Generic terms which sound neuter are used instead of generic terms which sound masculine.	_____	_____	_____
	c. Occupational terms are neuter.	_____	_____	_____
	d. Preventable sexist terms are excluded.	_____	_____	_____
6.	Illustrations (check one)			
	a. Children and adults illustrated in clothing appropriate to their activities.	_____	_____	_____
	b. Use of colors is unstereotyped.	_____	_____	_____
	c. "Body language" communicates the same sex-fair ideas as text.	_____	_____	_____
	d. Persons are grouped by categories other than sex.	_____	_____	_____
	e. Necessary symbolization is used without stereotyping.	_____	_____	_____

7. Use the back of this page to write a summary of your finding and to explain why one of the materials is your preferred sex-fair choice.

Activity 4-1

How adequate is the coverage of women and women's issues in school encyclopedias? Kraft's answer.

DIRECTIONS: Kraft analyzed five encyclopedia sets in the areas of Women's Rights and Suffrage; Colonial life; Civil War; Westward Movement; Labor movement; reform and temperance; world wars; language; cultural achievements; vocations; family; biographies. As you read, note and list specific examples of omissions, stereotyping, and sexism.

1. Kraft says that verbal and visual information about women is omitted.

Evidence:

Activity 4-1

2. She also states that visual and verbal information imply sex-role stereotypes.

Evidence:

3. Finally, she states that visual and verbal information is sexist.

Evidence:

Activity 4-2

How adequate is the coverage of women and women's issues in school encyclopedias? Your answer.

DIRECTIONS: Choose an encyclopedia set found in your school library. Analyze its coverage of one of the following topics:

a. Westward movement
b. Labor movements
c. Vocations

Information may be found under more than one heading.

To assist in your analysis reread Kraft's analysis of the topic you choose and review the categories she discusses on pages 356 and 357. Then, answer yes or no to the following questions. List specific examples of evidence which support your answer.

ENCYCLOPEDIA ANALYZED _____

TOPIC _____

1. Is verbal and visual information about women omitted? Yes ___ No ___

Evidence:

Activity 4-2

2. Does the visual and verbal information imply sex-role stereotypes?
   Yes ___ No ___

Evidence:

3. Is the visual and verbal information sexist? Yes ___ No ___

Evidence:

Activity 4-3

How adequate is the coverage of women in your biography collection?

DIRECTIONS: Using the biography collection in your school library complete the following form. You are to count the number of women biographees and men biographees, and note the professions of the women biographees. If you have time, also analyze the collective biographies section. (If there is no collection available, analyze a biographical reference work. Sample and follow same procedures described above.)

_____ Library Sample*: _____

1. Biographies of men: _____
   Biographies of women: _____

2. Professions and roles of women:

Novelist or poet	_____
Queen	_____
Social reformer (including teacher)	_____
Artist	_____
Scientist	_____
Doctor	_____
Evangelist	_____
Actress	_____
Dancer	_____
Feminist	_____
First Lady	_____
Historian	_____
Prime Minister	_____
Other (list)	
_____	_____
_____	_____
_____	_____
_____	_____

*If your collection is large, sample by counting only those biographies about people whose names begin with certain letters. Write down what your sample consists of.

Activity 4-3

3. Is there sexism and/or sex-role stereotyping in the writing about women biographees? Yes _____ No _____

Evidence:

4. (Optional) Collective Biographies Sample: _____

   Total number of collective biographies about men only: _____

   Total number of collective biographies about women only: _____

   Total number of individual women written about in these works: _____

5. How do your students gain access to the information in collective biographies? What is the implication of this?

Activity 4-4

Are wordbooks and dictionaries sexist and stereotyped?

DIRECTIONS: Choose any dictionary or wordbook which uses illustrative sentences to explain word usage. Analyze its contents according to the following categories:

(1) number of masculine gender nouns and pronouns; number of feminine gender nouns and pronouns.

(2) number of masculine sounding generic terms.

(3) occupations depicted and the sexes with which they are associated; number of men and women working within and outside the home.

(4) use of names of famous persons.

(5) stereotyping of male and female behavior.

For the purpose of this analysis, read thirty or more consecutive sentences used to illustrate word meanings or usage. Record data for each of the five categories listed. Record, for class discussion, examples of each category.

- -

Dictionary or wordbook: _____

Pages: _____

1. Masculine gender nouns and pronouns: _____

   Feminine gender nouns and pronouns: _____

Evidence:

Activity 4-4

2. Masculine sounding generic terms: _____

Evidence:

3. Occupations: male: _____ female: _____

Evidence:

Male:

Female:

Activity 4-4

Men working outside the home: _____

Women working outside the home: _____

Men working inside the home: _____

Women working inside the home: _____

4. Famous persons named: male: _____ female: _____

Evidence:

Male:

Female:

5. Negative images of female behavior: _____

Negative images of male behavior: _____

Positive images of female behavior: _____

Positive images of male behavior: _____

Evidence:

If this sample were representative, what conclusions could you make about this work? Use the back of this page to write your conclusion.

Activity 4-5

What information sources are available to counterbalance the reference collection?

DIRECTIONS: Listed below are the titles of each reference resource discussed in Module 4.

(1) Evaluate your collection to ascertain which, if any, materials are available. Place a check in column 1 if you own a source.

(2) Follow your instructor's directions to complete this assignment by planning purchases.

Reference Source	1	2
American Civil Liberties Union, Women's Rights Project. Sex Discrimination in Athletics and Physical Education. 1975. PB: $1.50.	___	___
American Heritage School Dictionary. Boston: Houghton Mifflin, 1972. HC: $7.95.	___	___
Corea, Gena. The Hidden Malpractice.	___	___
Gager, Nancy (Editor). Women's Rights Almanac. Bethesda, MD: Elizabeth Cady Stanton Publishing Company, 1974. PB: $4.95.	___	___
Guidelines for Creative Positive Sexual and Racial Images in Educational Materials. New York: Macmillan Publishing Company, 1975. (Available from the publisher; 866 Third Avenue, New York, NY 10022.)	___	___
Guidelines for Equal Treatment of the Sexes. New York: McGraw-Hill Book Company, 1972. (Available from the publisher; 1221 Avenue of the Americas, New York, NY 10022. Reprinted in Elementary English 52 (May 1975): 725-733.	___	___
Guidelines for Improving the Image of Women in Textbooks. Glenview, IL: Scott, Foresman, and Company, 1972. (Available from the publisher; 1900 East Lake Avenue, Glenview, IL 60025.)	___	___
Guidelines for Nonsexist Use of Language. Prepared by the American Psychological Association Task Force on Issues of Sexual Bias in Graduate Education. American Psychologist (June 1975): 682-684.	___	___

Activity 4-5

	1	2
Guidelines for the Development of Elementary and Secondary Instructional Materials. New York: Holt, Rinehart and Winston School Department, 1975. (Available from the publisher; 383 Madison Avenue, New York, NY 10017.)	___	___
"He is Not 'She.'" Los Angeles, CA: Westside Women's Committee. (Available from the publisher; P.O. Box 24020, Village Station, Los Angeles, CA 90024.)	___	___
Ireland, Norma O. (Editor). Index to Women of the World from Ancient to Modern Time: Biographies and Portraits. Westwood, MA: F. W. Faxon, 1970. HC: $16.00.	___	___
James, Edwart T., Janet Wilson James, and Paul S. Boyer. Notable American Women 1607-1950. Cambridge: The Belknap Press of Harvard University Press, 1974. HC: $75.00 PB: $25.00.	___	___
Kulken, Mary Ellen. Her Way; Biographies of Women for Young People. Chicago, IL: American Library Association, 1976. HC: $25.00.	___	___
Lakoff, Robin. Language and Woman's Place. New York: Harper and Row, 1975. PB: $2.25.	___	___
Lanson, Lucienne. A Gynecologist Answers Questions About You and Your Body. New York: Knopf, 1975. HB: $9.95.	___	___
Lerner, Gerda (Editor). Black Women in White America: A Documentary History. New York: Random House, Vintage Books, 1957. PB: $3.95.	___	___
McLure, Gail T. Women in Science and Technology: Careers for Today and Tomorrow. Iowa City: The American College Testing Program, 1976. PB: $1.50.	___	___
Medsger, Betty. Women at Work. New York: Sheed and Ward, Inc., 1975. HB: $7.95.	___	___
Miller, Casey and Kate Swift. Words and Woman: New Language in New Times. New York: Anchor Press, 1976. PB: $7.75.	___	___
Millstein, Beth and Jeanne Boden. We the American Women: A Documentary History. New York: Herome S. Ozer, 1977. PB: $6.95.	___	___
Mitchell, Joyce Slayton. I Can be Anything: Careers and College for Young Women. New York: College Entrance Examination Board, 1975. HC: $6.50. PB: $4.50.	___	___
Mitchell, Joyce Slayton. Other Choices for Becoming a Woman. Pittsburgh, PA: Know, Inc., 1974. HB: $5.50.	___	___

Activity 4-5

	1	2
National Organization of Women. The Equal Rights Amendment: What Does It Mean to You? 1974. Free.	___	___
New York Radical Feminists. Rape; The Sourcebook for Women. New York: New American Library, 1974. PB: $3.95.	___	___
Nilsen, Alleen, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. Sexism and Language. Urbana, IL: NCTE, 1977. PB: $5.95.	___	___
North Carolina Museum of Art and the Salem Fine Arts Center. Women: A Historical Survey of Works by Women Artists. 1972. PB: $2.00.	___	___
Papachristou, Judith. Women Together: A History in Documents of the Women's Movement in the United States. NY: Alfred A. Knopf, 1976. HB: $15.95 PB: $8.95.	___	___
Pleck, Joseph M. and Jack Sawyer (Editors). Men and Masculinity. Los Angeles: Spectrum Productions, 1974. PB: $2.95.	___	___
Revolution in Women's Sports (A Women Sports Reprint). September 1974. PB: $1.00.	___	___
Ross, Susan C. The Rights of Women: The Basic ACLU Guide to a Woman's Rights. New York: Sunrise/Dutton, 1973. HC: $7.95.	___	___
Schneir, Miriam (Editor). Feminism: The Essential Historical Writings. New York: Vintage, 1972. HC: $8.95 PB: $2.45.	___	___
Scholz, Nelle Tumlin, Judith Sosebee Prince, and Gordon Porter Miller. How to Decide: A Guide for Women. NY: College Entrance Examination Board, 1975. PB: $4.95.	___	___
Seed, S. Saturday's Child. New York: Bantam Books, 1974.	___	___
Sutherland, Ann and L. Nochlin. Women Artists: 1550-1950. NY: Knopf, 1977. PB: $8.95.	___	___
Thorne, Barrie and Nancy Henley. Language and Sex: Difference and Dominance. Rowly, MA: Newbury House, 1975.	___	___
U.S. Department of Commerce, Bureau of the Census. We the American Women. 1973. PB: $.45.	___	___

	1	2
U.S. Department of Health, Education, and Welfare Office of Education. Final Title IX Regulations Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education. July 1975. Free.	—	—
U.S. Department of Labor. Bureau of Labor Statistics. U.S. Working Women--A Chartbook. 1975. PB: $1.75.	—	—
U.S. Department of Labor, Women's Bureau. Facts on Women Workers of Minority Races. May 1976. Free.	—	—
U.S. Department of Labor, Women's Bureau. Twenty Facts on Women Workers. 1975. Free.	—	—
Warren, Ruty. A Pictorial History of Women in America. New York: Crown, 1975. HC: $7.95.	—	—
	—	—

Activity 5-1

Planning In-Service Workshops

DIRECTIONS: Follow your instructor's directions to complete this worksheet.

Target Population: _____

Time Available: _____

Group Members: _____

1. Brainstorm: quickly list as many ideas as your group can think of for in-service workshops for this group. Each group member should give an idea in turn, with all discussion held until after the brainstorming (5 minutes only) is completed.

2. Choose the one or two best ideas from the brainstorming search and formulate a goal. (THE goal should describe what the people will know or be able to do as a result of workshop attendance.)

Activity 5

3. Describe how you will ensure attendance at the workshop.

   Publicity:

   Incentive (e.g., credit, release-time, etc.):

   Support from professional organizations:

   Support from school personnel:

4. Name/describe others whose expertise could contribute to the success of the workshop.

5. Describe methods of instruction.

Activity 5

6. Describe materials needed. (You may use photocopies of materials from "Promoting Educational Equity Through Libraries.")

7. Describe displays which could expand the impact of the workshop.

8. Describe how you will obtain evaluations of the workshop from participants.

9. Describe handouts which participants can use for reference or reminder after the workshop is completed.

Activity 5-2

Planning to Promote Equity

DIRECTIONS: Listed below are some tasks which school media personnel can accomplish related to promoting educational equity. For the tasks listed, mark each task by circling one of the numbers as follows:

1 = I intend to do this often in the school where I work.
2 = I may do this occasionally.
3 = I am not likely to do this.

1.	Discuss with faculty the unfairness and inequities of sexism and sex-role stereotyping in our society.	1	2	3
2.	Discuss with students the unfairness and inequities of sexism and sex-role stereotyping in our society.	1	2	3
3.	Discuss with faculty the unfairness and inequities of sexism and sex-role stereotyping in school materials.	1	2	3
4.	Discuss with students the unfairness and inequities of sexism and sex-role stereotyping in school materials.	1	2	3
5.	Evaluate picture books for sexism and sex-role stereotyping.	1	2	3
6.	Evaluate textbooks for sexism and sex-role stereotyping.	1	2	3
7.	Evaluate reference books for sexism and sex-role stereotyping.	1	2	3
8.	Purchase materials which counterbalance inequities of existing materials.	1	2	3
9.	Purchase materials which supplement materials that omit visual and verbal information about males and females.	1	2	3
10.	Acquire tools which aid in the selection of sex-fair, supplemental, and counterbalancing materials.	1	2	3
11.	Apply criteria related to fair treatment of both sexes in school materials and select materials which are most sex-fair.	1	2	3
12.	Guide children to read books which expand their understanding of the roles of males and females in our society.	1	2	3
13.	Teach children to evaluate materials for fair treatment of males and females.	1	2	3
14.	Discuss with children the generic use of "man" and other masculine sounding terminology.	1	2	3
15.	Make changes in library procedures (e.g. assigning subject heading, preparing displays) to promote equity.	1	2	3

Activity 5-3

Evaluation of "Promoting Educational Equity Through School Libraries"

DIRECTIONS: This form will be used as a basis for evaluating and improving the workshops in which you have participated. Please feel free to use the back of this paper to make additional comments.

Mark each item by circling one of the numbers as follows:

1 = strongly agree with statement
2 = agree with statement
3 = neither agree nor disagree
4 = disagree with statement
5 = strongly disagree with statement

1.	The content of the materials and instruction is (or will be) relevant to my work in the schools.	1	2	3	4	5
2.	Considering my background and ability, the things I was to learn were at about the right difficulty level.	1	2	3	4	5
3.	The readings and discussions presented useful ideas for applying what was learned to promoting educational equity in the schools.	1	2	3	4	5
4.	I think that I now understand much more clearly the issues of sexism and sex-role stereotyping in schools and school materials.	1	2	3	4	5
5.	I have begun (or will begin) to actively promote educational equity in my school.	1	2	3	4	5
6.	I have learned a lot.	1	2	3	4	5
7.	I have a positive attitude toward the instruction on educational equity.	1	2	3	4	5
8.	I would advise other school personnel to take courses which include the equity instruction.	1	2	3	4	5